

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 (academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

We believe in maximising the use of the Pupil Premium grant by using a 3 year, long term strategy. We are able to use a range of interventions to make improvements to outcomes and improve students' readiness to learn. We have identified areas (barriers to be addressed - see pages below) and suggested interventions, key actions needed and have allocated the budget accordingly.

School overview

Detail	Data
School name	The Stanway School
Number of pupils in school	1356:IDSR 1401:GO4
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr Jonathan Bland
Pupil premium lead	Ms Louise Doherty
Governor / Trustee lead	Mr Stephen Whitfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,512
Recovery premium funding allocation this academic year	£49,404
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£212,916

Part A: Pupil premium strategy plan

Statement of intent

At The Stanway School, our intention is that all pupils, irrespective of their background or the challenges they face (whether they be social, academic or pastoral), make good progress and achieve high attainment across the curriculum. Our Mission Statement is clear - we want our young people to 'feel they belong' and to ensure that 'no child is left behind'. We feel that rightly focussing this plan on excellent teaching and learning is the most important lever that schools have to improve outcomes for its disadvantaged pupils and indeed for all pupils.

"The Stanway School is a community in which each and every student matters and every student is accountable to our community. Respect and good manners are important, good behaviour is expected as the norm and learning is productive in well taught lessons." Hence high-quality teaching is at the heart of our approach to this strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Strategy plan covers three academic years and draws heavily on the work of The Education Endowment Foundation and National Education Trust's 'Tackling Educational Disadvantage: A toolkit for Essex Schools'.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through employing additional English and Maths tutors for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- have a challenging and engaging curriculum supporting reading comprehension
- high quality teaching which incorporates modelling and scaffolding as well as reading strategies and comprehension together with diagnostic assessment
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- have high quality CEIAG advice and guidance

We also recognise that the lockdowns in 2020 and 2021 did not equally impact all students. Although we worked hard to ensure access for all to a full timetable of live lessons and to overcome issues with technology, some students may have found it more difficult to work remotely. Strategies such as tutoring or home work support are appropriate ways to tackle this and these approaches can also be used to assist non-disadvantaged pupils, where appropriate & as needed.

At the core of this we have our pastoral support and enrichment opportunities which ensure that students are not disadvantaged by circumstances which are beyond their control.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading & vocabulary: Reading assessments, observations and book study information suggest that disadvantaged pupils generally have lower reading comprehension skills than their peers. Reading is a core skill that impacts progress in all subjects. Data shows that PPG students have a lower reading age, upon entry than their non PPG peers. Absenteeism/Persistent Absence negatively impact on reading progress for our disadvantaged students.
2	Academic Progress of Boys: There are a number of identifiable barriers to learning for this group of students - some may be attendance related, some matters may be related to wellbeing. Our assessment and observations show that boys' progress has been more greatly impacted by the school closures than their female peers. This underperformance has been nationally recognised.
3	Progress 8 Attainment in Maths: Internal assessments and external outcomes suggest that the education of many of our disadvantaged pupils have been impacted by the partial school closures to a greater extent than other pupils. These findings have been backed up by national studies. This has resulted in knowledge gaps where a significant number of PPG students are not achieving expected levels of progress/end of term results, especially in Maths. Indicators show that PA negatively impacts progress for our disadvantaged students.
4	Behaviour & Well-being: Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.

	Our data also shows that lower attaining disadvantaged pupils lack self-regulation strategies and/or the necessary skills to modify their behaviour/s. Students who received PPG funding accounted for 36% of suspensions issued (however, total PPG for 2021/22 was 11%).
5	Attendance: Our attendance data showed that last academic year we had whole school attendance of 91.8% (which is NA) this lowers to 86.8% for PPG/disadvantaged students (with non FSM at 92.4). It is recognised that lower attendance has a direct impact on academic achievement & performance. The number of PA (persistent absence) for PPG students is high compared to their non-ppg peers. Pre Covid PA figures were 13.7% which rose to 27.7% nationally during covid. Last academic year PPG PA was at 39.4% whilst non ppg was 21.6% - so although all years have been affected by the lockdowns the PA rate for PPG is markedly higher.
6	Build Social and Cultural Capital: Data suggests that disadvantaged students may lack funds to support their additional learning needs such as extra-curricular clubs (for example, music tuition), resources & uniform. We also wish to see an even greater uptake of PPG student involvement in extra-curricular activities and wider school life in general, for example taking part in the school play or the musical concerts that have been organised. We are employing greater tracking to monitor student engagement and offer student opportunities beyond the curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Literacy levels & vocabulary - 61% of our Y7 cohort have a reading age above their chronological age. However, this is not the case for our PPG students – 44% students entitled to PPG funding have a chronological reading age below that of their non PPG peers.</p> <p>This trend continues whole school.</p> <p>Data suggest that with regard to vocabulary and writing nationally our PPG students are above the NA - however, within our school context they are below their non PPG peers by nearly two years.</p> <p>The intended outcome is to reduce the vocabulary gap and expose PPG students to high quality language through reading a variety of texts for academic as well as reading for pleasure. We will explicitly teach</p>	<ul style="list-style-type: none"> • Reduce gap in reading ages between PPG and non PPG students. By the end of this plan (2024) we would like to see this gap close by 10% for each year group. • Students are engaged with reading a wide range and variety of texts in all curriculum areas - curriculum audits on reading strategies to be completed • Students are able to understand and access tier 2 vocabulary. This will be evident through greater engagement in lessons and through assessment data which show improvements & through less negative behaviour points being awarded.

<p>tier 2 vocabulary and have CPD on this with staff.</p> <p>Provision for additional English teachers to enable key staff to focus best teaching practice where it is needed</p>	<ul style="list-style-type: none"> • Increased student engagement and confidence in reading - recognised through greater engagement in lessons. This may also result in seeing less negative behaviour points being awarded. • Developing vocabulary for all students - this is being embedded into SOW for all departments. Students will be more confident in lesson engagement and exit tests. Also evidenced through learning walks and book study audits. • Student engagement in lessons and evidenced through 'book study' and other monitoring processes.
<p>Gender/boys – internal data shows that fewer boys have participated in the wider school community compared to their female peers. Reinvention of rewards system and Standards points to engage/motivate boys to participate.</p> <p>Boys have higher negative behaviour points than the girls.</p>	<ul style="list-style-type: none"> • Engage boys in the wider school community to foster an enhanced sense of belonging - this will be monitored through student voice and closer monitoring of activities being taken up • To reduce the progress gap between boys' and girls' performance - Boys P8 -0.20 whereas girls P8 is 0.29. PPG boys P8 -0.41, PPG girls -0.25 - we would like to close the gap and aim to have our PPG P8 at 0 • Data captures show improvements in PPG student uptake of school-wide activities. NB: for example 8% of PPG students nominated for celebration breakfasts but PPG students make up approximately 14% of the current cohort. • 42% boys nominated for celebration breakfasts - of these 3% were PPG boys
<p>Maths – Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths.</p> <p>Provision for additional Maths tutoring to enable key staff to focus best teaching practice where it is needed. Maths have identified numeracy as a key focus area, such as being able to calculate with decimals, multiply and divide by numbers.</p>	<ul style="list-style-type: none"> • Progress gap between PPG and non PPG students will narrow. By the end of this current plan (2023/24) 65% or more disadvantaged pupils achieve a L4. Currently, this is 55% (non disadvantaged Maths 84%). • increase online learning for Maths for PPG students - this will be monitored through the Maths dept. This will lead to greater engagement in lessons as evidenced through learning walks and book study reviews.

	<ul style="list-style-type: none"> Maths dept to embed greater 'numeracy' into SOW and HW tasks to improve student confidence and engagement in this area this will be evidenced through greater lesson engagement and improved results.
<p>Behaviour & well-being – Improved self-regulatory skills among disadvantaged students leading to improved behaviour and attendance %.</p> <p>Data shows that more boys are receiving negative behaviour points compared to the girls. The average negative behaviour score is higher for PPG than non PPG students.</p> <p>The desired outcome is to remove this disparity and reduce the negative behaviour points for PPG students. To use the 'Hubs' to redress behaviours and to re-educate to reduce negative behaviours from reoccurring.</p>	<ul style="list-style-type: none"> Reduce negative behaviour points of PPG students - this will be evident through learning walks and teacher reports Reduction in suspensions of PPG students so that they are in-line with national data Reduce negative behaviour points of boys & specifically PPG boys - this will be evidenced through greater engagement in lessons and fewer sanctions being awarded. Greater engagement & proportional representation in the school community - this will be monitored through student voice and monitoring uptake of 'prefect' and 'junior prefect' roles as well as other ambassador roles within the school community.
<p>Attendance – attendance rates both in school and nationally are lower for PPG students compared to their non PPG peers. The PPG cohort, on average, has a greater proportion of students with more complex needs than their non PPG peers – this complexity can manifest itself in higher exclusion figures, higher absence rates and lower aspirations. The intended outcome is that PPG students' attendance levels are improved and there are fewer or no PPG students who are PA.</p> <p>(2022 data shows students who received PPG funding accounted for 36% of all suspensions issued. However, total PPG for 2021/22 was 11%.</p>	<ul style="list-style-type: none"> Reduce attendance gap between PPG and non PPG students - aiming for at least a pre-pandemic level of 92% attendance for PPG students Reduce number of students who are PA - to have PA at pre-pandemic levels Reduce the number of FXT exclusions for PPG students
<p>Social & Cultural Capital – Intended outcome is to enhance outcomes for PPG students and to improve social mobility</p>	<ul style="list-style-type: none"> PPG students are able to fully access the wider curriculum including trips and other external agencies to supplement their learning experiences Greater PPG involvement in extracurricular activities and wider school life (EG shows/concerts)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [106, 916]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To recruit additional English & Maths teachers to support in lessons and interventions - to provide additional 1:1 and small groups.	<p>"Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and 1:1 tuition can boost progress by 3-5 months per pupil"</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p> <p>EEF Toolkit</p> <p>Sutton Trust 2011 report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 3, 4 & 5
<p>Specific reading and vocabulary intervention including small group work.</p> <p>Introduction of form time novel for all year groups - engagement with wider reading.</p>	<p>Closing the vocabulary Gap (book)</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4 & 6
Employ a KS2 teacher -Tuition targeted at specific needs and knowledge gaps for those who have 'fallen behind'.	<p>"Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and 1:1 tuition can boost progress by 3-5 months per pupil"</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p> <p>EEF Toolkit</p>	1 & 3
Diagnostic testing for all Y7 students. Data analysed	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 & 3

for intervention needs.		
Whole staff CPD - staff will receive training & time to implement new strategies.	<p>Good teaching is the most important lever schools have to improve outcomes. It is important that schools consider how children learn, how they can be supported to lay firm foundations for later learning. To foster teaching approaches that ensure long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial to success.</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2, & 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [66,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific reading and vocabulary & Maths interventions	<p>Closing the vocabulary Gap (book)</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3 & 4
Small group tutoring in English and Maths	<p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Improving Literacy in Secondary Schools</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3 & 4
Purchased 'Dyslexia Gold' to assess and produce data for further interventions and support needed	<p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1 & 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [40,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mentoring counselling	Children with higher levels of emotional, behavioural, social and school well-being, on average, are better engaged and have higher levels of academic achievement and attendance. Children's measures of school well-being have been found to be associated with academic progress in secondary school. Research shows that overall absence has a negative link to attainment with every extra day missed associated with lower chances of achieving 5 or more good GCSEs. The relationship between children's wellbeing and their education outcomes (publishing.service.gov.uk) Wider strategies: EEF Toolkit	2, 4 & 5
Relaunch wider school activities to promote a sense of belonging	https://www.gov.uk/government/publications/pupil-premium/pupil-premium	2 & 4
Employment of: Aquinas (attendance specialists) to embed principles of good practice as set out in DfE's 'Improving School Attendance'	Overall absence has a statistically significant negative link to attainment. The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk) Just one day off can hamper children's life changes - gov.uk (www.gov.uk) https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4 & 5
Curriculum enrichment support	https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf	4 & 6
Staff CPD: Trauma Perceptive Practice training for staff	Behaviour interventions: EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4 & 5
Bespoke Alpha project, focussing on redressing 'alpha' behaviours	Cited as a success with previous cohorts https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
1:1 sessions with key PPG boys Targeted motivational support	Cited as a success with previous cohorts https://www.gov.uk/government/publications/pupil-premium/pupil-premium	2, 4, 5 & 6

Total budgeted cost: £ [212,916]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Literacy Intervention data/outcomes:

- Small group interventions: year 11 had the greatest number of sessions. Student voice suggested that 100% of students perceived an increase in confidence following interventions. Final GCSE results demonstrate that for those targeted for small group intervention, 80% improved their final grade.
- In year 7, 92% of students felt their confidence had increased following reading interventions. Exit tests demonstrated that 70% had improved - this was higher for PPG (at 71%) and SEN (at 75%).
- Reading Fluency - for students involved in intervention, 77% improved their RA. The average increase in reading age for students who engaged with the programme was 1 year.
- Reading Buddies - the average improvement in reading age following the programme was 0.8 years with up to 3 years progress.
- In year 10, the average reading age for PPG students is 13.4 yrs but the whole cohort is 14.3 years.
- In year 9, 65% of students have a reading age above their chronological age. This is lower for PPG students at 53.5%.
- In year 8, 65% of students have a RA above their CA but this is lower for disadvantaged students at 47%.

Maths Outcomes:

- 53% of PPG students achieved a 4 in Maths compared to 84% non-ppg.
- Progress 8 measures indicate that PPG students achieved -0.34 whilst non ppg students were +0.09.
- All students identified as PPG had at least one form of Maths additional support ranging from small group work to morning 'booster' sessions. 55% achieved their target grades as a result of these interventions whilst 9% were just one grade away.

Gender:

- 83% of boys achieved a grade 4 in English compared to 93% girls.
- There was just 1% difference in Maths with boys achieving 79% and girls 80%.
- Boys' achievement in Science at grade 4 is 81% compared to girls at 83%.

- Average P8 in Ebacc for boys' is -0.20 compared to girls +0.12.

Behaviour & Wellbeing:

- PPG students accounted for approximately 20% of the negative behaviour points awarded within school (NB PPG students totaled approximately 11% of the school population last academic year).
- Boys amassed 61% of the negative behaviour points awarded
- PPG students accounted for 36% of suspensions from school. Boys accounted for 66% of suspensions from school.

Attendance:

- Our attendance data showed that last academic year we had attendance of 91.8% (which is above NA) this lowers to 86.8% for PPG/disadvantaged students (with non FSM at 92.4).

12 students enrolled and took part in 'The Brilliant Club – Scholars programme. 86% more likely to apply to university as a result of this and 71% feel that if they work hard they will be able to attend university.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Brilliant Club	Scholars Programme
National Tutoring Programme	Department of Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have a range of pastoral staff available to support service pupils within the school environment including access to SWIS (Social Workers in School) and other provisions, as need is identified.</p> <p>We have a named member of staff who is the link to support our Service Premium Students and their families.</p>

What was the impact of that spending on service pupil premium eligible pupils?	A number of students & families have been supported pastorally. Service students feel part of the Stanway School community.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.